

## National Society Statutory Inspection of Anglican Schools Report

### Farnley Church of England Voluntary Aided Primary School

Farnley Lane  
Farnley  
Otley  
LS21 2QJ

#### Diocese: Bradford

Local authority: North Yorkshire  
Dates of inspection: 14<sup>th</sup> December 2007  
Date of last inspection: 16<sup>th</sup> March 2003  
School's unique reference number: 121660  
Headteacher: Mrs Annette Catterson  
Inspector's name and number: Mrs Vicki Farby (342)

#### School context

Farnley C of E Primary School is a small, school with 50 children on roll. Although the school has a rural setting, 95% of the children are from Otley, and their background is more closely related to a town urban environment. All pupils are from white, British backgrounds. The school is very close to RAF Menwith Hill and, on occasion, children from American families attend Farnley.

#### The distinctiveness and effectiveness of Farnley C of E Primary School as a Church of England school are good

The whole school community successfully engenders a caring family atmosphere, founded on distinctive Christian values. The school promotes the rounded development of pupils, including their spiritual, moral, social and cultural development, through a broad and rich curriculum. There is a clear view of areas for development, and the school is well placed to sustain improvement as a church school.

#### Established strengths

- The quality of care and value for each individual, underpinned by its Christian ethos.
- The strong links with the parish church. and local church communities
- The good links between RE and the wider curriculum.
- The high quality of Collective Worship.

#### Focus for development

- Explore strategies for wider involvement of parents in acts of Collective Worship
- Ensure all new staff and governors have opportunities to access continuing professional development.
- Implement the RE review and embed systems for monitoring, recording and assessment.
- Extend strategies for church school self evaluation, including RE and collective worship, led by Foundation Governors in conjunction with all stakeholders

#### The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's distinctive Christian character permeates the school and enables learners from all groups to feel valued, special and happy, demonstrating respect and care for others. Members of the School Council are able to articulate their own views, listen respectfully to those of others, and talk about making right choices. Parents speak of the school as a caring community with a family atmosphere where the eldest look after the youngest. A range of charity work including 'Comic Relief' and 'Pink' day raise awareness of the needs of others. School Councillors talked about the 'Friendship Stop' and explained their responsibility to look out for anybody who is 'at it'. The school's nourishes, encourages and challenges the spiritual, social, moral and cultural development of all learners. Children from families at the nearby American base are made welcome and their contributions to school valued. Pupils

speaking confidently about how new children are integrated quickly into school life. The school environment is used to good effect to promote spiritual reflection, prayer and worship.

### **The impact of collective worship on the school community is good**

Collective worship is a fundamental aspect of the school's Christian character. Well-planned, imaginative and inspirational acts of collective worship elicit a very positive response from learners of all ages and abilities, as seen in 'Open the Book'. Led fortnightly by the local vicar and a group of parents, this actively involves pupils and is received enthusiastically by all members of the school community. One pupil said, 'everybody gets a chance to join in'. Parents would welcome the opportunity to be involved in other acts of collective worship although they acknowledge restrictions in school accommodation. Staff and learners derive inspiration and affirmation from worship. On one occasion the vicar recalled a member of staff declaring, 'that was just for me.' The school creates an atmosphere of spiritual depth where the presence of God is acknowledged and celebrated. Learners see worship as a time 'to be peaceful and calm, to learn about God and how to lead our lives'. Prayers are said three times a day. Parents appreciate these formal opportunities as part of church school life. Worship is distinctively Christian, supports the Anglican heritage and is inclusive. Learners were able to talk about the key Christian festivals and the Church's year. Although members of the school community provide informal feedback, which contributes to the school's evaluation of Collective Worship a more focussed approach, led by Foundation Governors and involving pupils, would enhance provision and strengthen impact.

### **The Effectiveness of Religious Education is satisfactory with good features**

Religious education is recognised as a priority and accorded core subject status. RE is always included in the Governor's Annual Plan and is scheduled for review in January 2008. The vicar, who visits the school weekly, is the link Governor for R.E. The newly appointed subject leader (September 2007) is now responsible for teaching R.E. throughout the school. With the support of the Headteacher, she has familiarised herself with the Diocesan Syllabus and long term planning. She is confident about R.E. and has a clear understanding of how the subject needs to progress. Action plans identify the need to review current assessment monitoring and recording procedures, further develop medium term plans and train new staff in 'Godly Play.' The latter is seen as an invaluable strategy to develop learners' spiritual awareness, encouraging open discussion about beliefs and understanding, knowing that views are taken seriously by staff and other learners. In a KS1 lesson, learners spoke of giving gifts of love to Jesus in the manger and how gifts make you feel special and not forgotten. An existing strength of R.E. is that it has good links with other curriculum areas enabling learners to enjoy R.E. and understand its relevance. All stakeholders see learning about and from faiths other than Christianity, as a positive aspect of R.E. and welcome the contribution this makes to learners' spiritual and cultural development. Learning opportunities including visits to local churches, Bradford Cathedral, Bradford Interfaith Centre and the Sikh Gurdwara are used effectively. Standards are high or better when compared to standards in other core subjects and progress is good. The subject is well resourced. Although staff have previously benefited from regular CPD opportunities, the school has identified the need to ensure that Foundation Governors and new staff have access to appropriate training to enable them to fully discharge their responsibilities and maintain standards.

### **The effectiveness of the leadership and management of the school as a church school is good**

The quality of leadership, especially from the Headteacher, contributes to the success of the school. Foundation Governors are regular visitors and contribute to the school's development. One Foundation Governor described being a church school as 'being a way of life' and the headteacher said that being a church school, 'isn't an add-on, it's part of what we do'. Virtually all stakeholders are comfortable talking about God. Foundation Governors realise their responsibilities in articulating the Christian vision for the school and acknowledge their responsibility to make ethos evident through interactions with learner. They are aware of their duty of care for staff and headteacher. The Governing Body recognises the need to respond to recent parental questionnaires and improve communications with all parents. There are good links with local church communities; Anglican and Methodist props for 'open the book' are made by the local congregation. Stakeholders speak highly of the incumbent

who provides much-valued pastoral and curriculum support. Following recent staffing and Governor changes, the school has prioritised CPD opportunities for leaders and managers as part of the ongoing church school evaluation and improvement.

SIAS report December 2007, Farnley Church of England Aided Primary School, Farnley, Otley LS21 2QJ